

Missouri Blind Literacy Study

December 2002

A report of the literacy of students with visual impairments in K-12 schools, as mandated by Section 162.1136, RSMO.

Commissioned by

Missouri Department of Elementary and Secondary Education
Division of Special Education

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Preface

The Department of Elementary and Secondary Education, Division of Special Education (DESE/DSE) is mandated by Section 162.1136, RSMo to conduct an annual study on December 1 to report the educational status of blind students. The statute defines an "eligible student" as any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees, and who is eligible for special education services for the visually impaired as defined in the department of elementary and secondary education state plan. (See Appendix 2 for the definition and criteria.) The interpretation of this statutory definition is that "eligible student" refers to students who are blind and does not include those who are partially sighted.

Readers may recognize that this study varies from prior studies. This and future studies will report data based on a schedule whereby the data elements required to be reported will be updated over a five-year cycle. Appendix 1 reflects the required data elements and the schedule they will be reported in the annual studies. The basis for reporting data elements across several years is that there is little or no change in any of the required elements over one year. However, across a five year time span it will be possible to determine if trends reflected by the data elements are indeed changing. Moving to this multiple year cycle for reporting the data elements is considered to provide timely data while conserving funds required to conduct the study.

The Department would like to thank members of the Task Force on Blind Student Academic and Vocational Performance for their guidance, school district personnel and others throughout Missouri who provided data for the American Printing House Blind Registry (APH) and for the Individuals with Disabilities Education Act (IDEA) Child Count; and the contractor, Paul Durand, for his work on this report.

To request a copy of the 2002 Missouri Blind Literacy Study, or previous studies, contact the Missouri Department of Elementary and Secondary Education, Division of Special Education, P.O. Box 480, Jefferson City, MO 65102, 573-751-5739.

Procedures and Methodology

Data from three sources were used to update seven data items. The three sources of data were the child count mandated by IDEA reported on December 1 of each year, the APH Registry and survey responses from a random sample of blind students attending Missouri public schools.

IDEA

Data were collected from the DSE for students ages three to twenty-one who are classified as blind and attending Missouri public schools by school placement category for the 1997-98, 1998-99, 1999-2000, 2000-2001 and 2001-2002 school years.

APH Registry

Data were collected from APH Registry included legally blind students ages three to twenty-one by grade placement, primary reading medium and additional reading medium for the 1997-98, 1998-99, 1999-2000, 2000-2001 and 2001-2002 school years.

It should be noted the total number of students reported as blind is significantly greater for the APH Registry than for the IDEA child count. This is due partly because the IDEA child count requires school districts to report as “blind” only those students for whom blindness is the primary disability, while the APH Registry reports all students with blindness, regardless of whether or not blindness is the primary disability.

Survey to Differentiate between Blind Students

A survey was conducted to estimate the number and proportion of students that are blind but have no other disability, the number and proportion who have multiple disabilities and have blindness listed as a secondary disability and the number and proportion who have multiple disabilities and have blindness as a primary disability. A systematic sample was drawn from an alphabetized list of students from the APH Registry.

Every tenth student was selected beginning with the fourth student on the list. The list was ordered alphabetically, first by serving entity institution, second by last name of student. Sampling every tenth student resulted in a sample size of 76, drawn from a total population of 765 blind students. Special education directors at the selected school districts were contacted and asked to categorize their students. Basic statistics were developed from this survey. Of the 76 students identified in the sample, 60 responses were received for a response rate of 78.9%. A copy of the survey is attached as Appendix 3.

Technical Analysis

Table 1 shows the IDEA child count data for the number of students, ages three to twenty-one, reported as blind for the 2001-2002 school year. Those enrolled with the Missouri School for the Blind (MSB) are reported in the first column, those enrolled with other districts are reported in the second column, and the total IDEA child count is reported in the third column.

Table 1. Blind Students by Age for 2001-2002 School Year

Age	IDEA Child Count - MSB	IDEA Child Count - Other Districts	IDEA Child Count Total
3*	0	9	9
4*	0	4	4
5	0	6	6
6	4	12	16
7	2	15	17
8	1	10	11
9	5	6	11
10	7	7	14
11	4	14	18
12	8	10	18
13	2	14	16
14	15	11	26
15	7	7	14
16	14	10	24
17	7	11	18
18	11	11	22
19	13	2	15
20	11	1	12
21	1	0	1
Totals	112	160	272

*The 2001-2002 school year was the first year in which early childhood special education students could be reported in a specific disability category. Prior years required that all early childhood students be reported as ECSE

Table 2 presents five years of data on child count by age of student from the Missouri School for the Blind (MSB) and other schools in Missouri excluding MSB (OS). With the exception of the 1999-2000 year, there has not been much variation from year to year on the split between the percentages between those enrolled at MSB and those enrolled at other schools. The split has typically been in the 55% - 45% range between other schools and MSB.

Table 2. A Five-Year Comparison of Blind Students

Age	School Year										Average	
	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002			
	OS	MSB	OS	MSB	OS	MSB	OS	MSB	OS	MSB	OS	MSB
3*									9		9	--
4*									4		4	--
5	7	2	3	1	6	1	7	3	6		6	1
6	3	4	11	2	10		11	2	12	4	9	2
7	14		4	3	13	3	7	1	15	2	11	2
8	7	8	13	1	8	3	8	5	10	1	7	4
9	9	2	10	8	19	2	7	7	6	5	10	5
10	9	11	15	1	10	6	15	2	7	7	11	5
11	12	4	9	10	11	2	9	9	14	4	11	6
12	12	9	11	5	10	8	12	2	10	8	11	6
13	13	8	12	10	10	2	15	15	14	2	13	7
14	9	13	13	10	12	7	8	5	11	15	11	10
15	13	10	10	12	12	9	7	12	7	7	10	10
16	12	10	11	13	11	7	10	9	10	14	11	11
17	12	6	13	9	15	9	10	10	11	7	12	8
18	2	9	12	12	4	8	6	15	11	11	7	11
19		4	2	7	2	1	3	10	2	13	2	7
20		8		8		4		2	1	11	0	7
21						4		1		1	0	1
Totals	134	108	149	112	153	76	135	110	160	112	146	104
%	55.4%	44.6%	57.1%	42.9%	66.8%	33.2%	55.1%	44.9%	58.8%	41.2%	58.4%	41.6%
Totals	242		261		229		245		272		250	

*The 2001-2002 school year was the first year in which early childhood special education students could be reported in a specific disability category. Prior years required that all early childhood students be reported as ECSE.

Table 3 shows the number of blind children by age on the APH Registry for the 2001-2002 school year. The total number of students reported as blind is greater for the APH Registry than for the IDEA child count.

The 2001-2002 data in Table 3 is further broken out to show the distribution by age for blind children enrolled at sources reporting 25 or more blind students. Districts with less than 25 blind students enrolled are grouped under “Other Districts”. There were four districts that enrolled 25 or more blind students: Missouri School for the Blind, State Schools for the Severely Handicapped (SSSH), Special School District of St. Louis County (SSD), and Kansas City Public School District.

Table 3. Blind Students by Age for 2001-2002 School Year

Age	APH Registry Total	MSB	SSSH	*SSD	Kansas City	Other Districts
3	7	0	0	0	0	7
4	32	0	0	4	0	28
5	21	2	0	5	0	14
6	31	4	1	6	0	20
7	44	5	1	7	0	31
8	50	2	3	5	4	36
9	46	1	6	11	1	27
10	37	4	3	8	2	20
11	37	7	4	1	3	22
12	45	2	5	3	3	32
13	53	10	6	11	3	23
14	51	2	6	14	1	28
15	61	14	3	8	1	35
16	42	8	4	5	2	23
17	52	15	0	5	1	31
18	45	7	6	8	2	22
19	44	11	2	6	5	20
20	36	13	3	5	3	12
21	29	11	6	3	2	7
22	2	2	0	0	0	0
Totals	765	120	59	115	33	438

* Special School District of St. Louis County

Note: Table 3 does not include data for the Blue Springs District because for the 2001-2002 school year, Blue Springs reported only 24 blind students and numbers were based on having a total of 25 students.

Table 4 presents five years of data that show the total number of blind students served by the identified institutions plus Blue Springs per the APH Registry. The MSB has shown a significant increase over the five-year period (+21.2%). Enrollments of blind students reported under “Other Districts” have also risen on a statewide basis (+11.5%). SSSH enrollment of blind students has declined over the five-year period (-28.0%). Blue Springs also showed a marked decline (-35.1%).

Table 4. Public Schools with 25 or more Blind Students.

District/School	Number of Blind Students Served by Year					Average	Incr/Decr '98 – 02
	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002		
Blue Springs R-IV	37 4.9%	37 5.0%	34 4.6%	32 4.4%	24 3.1%	33 4.4%	-13 -35.1%
Kansas City	41 5.5%	36 4.9%	36 4.9%	33 4.5%	33 4.3%	36 4.8%	-8 -19.5%
Missouri School for the Blind	99 13.2%	109 14.7%	100 13.6%	109 14.9%	120 15.7%	108 14.4%	21 21.2%
State School for the Severely Handicapped	82 11.0%	73 9.9%	66 9.0%	62 8.5%	59 7.7%	68 9.1%	-23 -28.0%
Special School District - St. Louis	119 15.9%	126 17.0%	122 16.6%	128 17.5%	115 15.0%	122 16.4%	-4 -3.4%
All Other Districts/Schools	371 49.5%	359 48.5%	375 51.2%	367 50.2%	414 54.1%	377 50.6%	43 11.5%
Totals	749 100.0%	740 100.0%	733 100.0%	731 100.0%	765 100.0%	744 100.0%	16 2.1%

Table 5 displays the results of a survey conducted in accordance with procedures listed previously to estimate the number and proportion of students who are blind but have no other disability, the number and proportion who have multiple disabilities and have blindness listed as a secondary disability and the number and proportion who have multiple disabilities and have blindness as a primary disability.

As Table 5 shows, 45.0% of the students in the returned sample had multiple disabilities with blindness listed as the primary disability. Students categorized with blindness as the only disability consisted of 30.0% of the sample. Students who had multiple disabilities and listed blindness as their secondary disability consisted of 25.0% of the sample.

Table 5: Survey Results on Students with Multiple Disabilities

Categories of Students	No.Sampled Students Categorized in Survey Response	Percent

Blind - no other Disability	18	30.0%
Multiple Disability - Blindness is Secondary	15	25.0%
Multiple Disability- Blindness is Primary	27	45.0%
Total	60	100.0%

Table 6 presents placement data for the students enrolled in school districts other than MSB. Of the 272 total students reported as blind on the IDEA child count, 112 (41.1%) were enrolled in the MSB and 160 (58.8%) were enrolled in school districts other than MSB. Of the 160 blind students, 146 were K-12, and 14 were in early childhood placements.

The placement data for the 146 blind K-12 students enrolled in school districts indicates that 82 (56.16%) were placed outside regular class less than 21% of the school day, 42 (28.77%) received services outside regular class for 21% to 60% of the school day, and 15 (10.27%) were placed outside regular class more than 60% of the school day.

Eleven of the fourteen early childhood students reported as blind (78.57%) received services in a special education or separate school setting.

Placement definitions are reported in Appendix 4.

Table 6 - Placement Information for Blind Students in the IDEA Child Count - Not Enrolled in Missouri School for the Blind. (2001-2002)

Placement Category	Number of Blind Students	Percent of Blind Students
Early Childhood - Home	1	7.14%
Early Childhood Setting	2	14.29%
Early Childhood – Special Education Setting	10	71.43%
Early Childhood - Separate School	1	7.14%
Total Early Childhood Placements	14	100.00%
Outside regular class less than 21% of day	82	56.16%
Outside regular class at least 21%, no more than 60%	42	28.77%
Outside regular class more than 60% of day	15	10.27%
Public separate (day) facility	2	1.37%
Private separate (day) facility	2	1.37%
Homebound/Hospital	2	1.37%
Private Residential Facility	1	0.68%

Total School-Aged Placements	146	100.00%
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Table 7 presents a five-year comparison of placement data. For current placement definitions, see Appendix 4.

Table 7. Students Classified as Blind by School Placement- Not Enrolled in Missouri School for the Blind. (1997-1998 to 2001-2002)

Placement Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Average
Outside regular class less than 21% of day	48 35.82%	73 48.99%	89 58.17%	72 53.33%	82 56.16%	73 51.05%
Outside regular class at least 21%, no more than 60%	58 43.28%	38 25.50%	44 28.76%	40 29.63%	42 28.77%	44 30.77%
Outside regular class more than 60% of day	24 17.91%	34 22.82%	15 9.80%	18 13.33%	15 10.27%	21 14.69%
Public/Private (day) facility	4 2.99%	2 1.34%	3 1.96%	2 1.48%	4 2.74%	3 2.10%
Homebound/Hospital	0 0.00%	2 1.34%	2 1.31%	2 1.48%	2 1.37%	2 1.40%
Private Residential Facility	0 0.00%	0 0.00%	0 0.00%	1 0.74%	1 0.68%	0 0.00%
Totals	134	149	153	135	146	143

Table 8 presents the number of students by primary reading media. The categories of reading media are Braille, visual (large print or small), audio (cassette or text to speech), pre-reader and non-reader. The APH Registry collects data on primary reading media. Appendix 5 provides definitions for each Primary Reading medium. There is some variation in reported primary reading method among students at MSB and students in public schools: 23.3% of MSB students were reported with Braille as the primary reading medium, while only 11.9% of those blind students in public schools reported Braille; conversely, only 20.8% of MSB students were reported with visual reading medium as the primary reading method, while 32.2% of those blind students in public schools were reported primarily using visual reading medium. At MSB, 13.3% of the students were reported with auditory media as the primary reading medium, compared to only 2.8% of the blind students in public schools. Only 6.7% of MSB students were categorized as pre-readers compared to 19.8% in public schools. Both MSB and public schools reported about one-third of their students were non-readers (35.8% and 33.2% respectively). No data exists to reliably explain this difference.

Table 8. APH Registry Information on Primary Reading Method (2001-2002 School Year).

Primary Reading Method	MSB (n)	MSB (%)	Public Schools (n)	Public Schools (%)	Combined (n)	Combined (%)
Auditory	16	13.3%	18	2.8%	34	4.4%
Braille	28	23.3%	77	11.9%	105	13.7%
Visual	25	20.8%	208	32.2%	233	30.5%
Pre-reader	8	6.7%	128	19.8%	136	17.8%
Non-reader	43	35.8%	214	33.2%	257	33.6%
Totals	120	100.0%	645	100.0%	765	100.0%

Table 9 presents trend data on preferred reading method. The number of pre-readers increased 6.7% over the five-year period, while the percentage of non-readers declined 4.6% over the same period.

Table 9. Primary Reading Method of Students Using APH Registry (1997-1998 to 2001-2002).

Preferred Reading Method	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	Average
Auditory	14 1.9%	7 0.9%	31 4.2%	33 4.5%	34 4.4%	24 3.2%
Braille	113 15.1%	125 16.9%	104 14.2%	98 13.4%	105 13.7%	109 14.7%
Visual	253 33.8%	246 33.2%	243 33.2%	248 33.9%	233 30.5%	245 32.9%
Pre-reader	83 11.1%	84 11.4%	83 11.3%	88 12.0%	136 17.8%	95 12.8%
Non-reader	286 38.2%	278 37.6%	272 37.1%	264 36.1%	257 33.6%	271 36.4%
Totals	749	740	733	731	765	744

Findings

Table 2 presents five years of data on enrollment by age of student at the Missouri School for the Blind (MSB) and other schools (OS). With the exception of the 1999-2000 year, when MSB had 67% of the students and other schools had 33%, there has been little variation from year to year. Other districts tended to have 55% - 59% of the students, MSB tended to have 45% - 41% of the students.

Table 4 presents five years of data that show the total number of students served by public schools. Enrollments for blind students reported under "Other Districts" have risen on a statewide basis (+11.5%). SSSH enrollment of blind students has declined over the five-year period (-28.0%). Blue Springs also showed a marked decline (-35.1%).

As Table 5 shows 45.0% of the returned sample had multiple disabilities with blindness listed as the primary disability. Students categorized as having blindness as the only disability consisted of 30.0% of the returned sample. Students who had multiple disabilities and listed blindness as their secondary disability consisted of 25.0% of the returned sample.

Table 7 presents a five-year comparison of placement data. Another finding is the increase in placement in the regular classroom (outside regular class less than 21%) over five years from 35.8% to 51.3% and the decline in placements in resource rooms (outside regular class at least 21 %, no more than 60%) from 43.2% to 26.3% and self-contained classrooms(outside regular class more than 60%) from 17.9% to 9.4%.

Tables 8 and 9 provide information on primary reading method. There is some variation in reported primary reading method among students at MSB and students in public schools: 23.3% of MSB students were reported with Braille as the primary reading method, while only 11.9% of those blind students in public schools reported Braille; conversely, 20.8% of MSB students were reported with visual reading medium as the primary reading method, while 32.2% of those blind students in public schools were reported with visual reading medium. At MSB, 13.3% of the students were reported with auditory media as the primary reading method, compared to only 2.8% of the blind students in public schools. Only 6.7% of MSB students were categorized as pre-readers compared to 19.8% in public schools.

Trend data on reading preference in Table 9 shows that the number of pre-readers increased 6.7% over the five-year period, while the percentage of non-readers declined 4.6% over the same period.

Recommendations

The following are recommendations that consider information provided in the foregoing studies, as well as the data reported in this latest study.

1. The Blindness Skills Specialist (BSS) program should be fully funded to support a BSS in each of the nine Regional Professional Development Centers. The Blindness Skills Specialists provide training and technical assistance to local school districts and teachers of the visually impaired to support the unique educational needs of students with visual impairments within a regional model for service delivery.
2. Professional development and pre-service training for teachers of the visually impaired should include training to teach braille mathematics and science notation (Nemeth Code). Instructional and assessment practices need to focus on literacy to insure quality programming for students with visual impairments and opportunities to become literate in their individually appropriate reading medium.
3. The DESE/DSE should continue collaborative efforts with the DESE Curriculum and Assessment Section and CTB/McGraw-Hill to provide alternate forms of the MAP (Missouri Assessment Program) that meet state of the art assessment standards.
4. DESE and the BSS program should continue to collaborate with the Missouri Assistive Technology (MAT) that administers the Equipment Technology Consortium (ETC) to provide a full array of assistive technology services to students with visual impairments who attend Missouri public schools.
5. According to the Data Analysis Schedule in Appendix 1, the Blind Literacy Study will report on students utilizing Braille instruction, materials, and writing devices. This might be an opportunity to investigate possible reasons why the difference exists between MSB and other districts in primary reading medium, as reflected in Table 8.

Appendices

I. Appendix 1: Data Analysis Schedule and Data Definitions

This table contains the schedule for reporting data elements through 2005. A detailed definition of each data element and the desired results follows this summary table.

Data Elements and Scheduled Reporting Year

Year to include in study	Data element/report sections
All Years	Preface.
All Years	Data Description and Reporting Calendar
All Years	Table of Contents
All Years	Procedures and Methodology for Current Report
2002	Students by Age
2002	Students with Multiple Disabilities
2002	Students by Placement Category
2002	Students by Preferred Reading Method
2003	Students Utilizing Braille Instruction, Materials, and Writing Devices
2003	Graduation Rate of Students
2003	Exit Reasons of Students
2004	Teachers Certified to Teach the Visually Impaired
2004	Referrals and Transition Services for Students
2004	Academic Achievement of Students
2004	Accommodations and Alternate Test Forms for Students
2005	Technology Used by Students
2005	Related Services and Preferred Learning Media
2005	Post Secondary Education Activity
All Years	Findings and Conclusions
All Years	Contractor Recommendations

Students by Age - (Scheduled for the 2002 report) - The contractor shall report the results of both the IDEA child count and the APH Registry. For the IDEA child count, the contractor shall report the number of students by ages who are enrolled in public schools and the Missouri School for the Blind, separately. For the APH Registry, the contractor shall report the number of students by age from those sources that specifically identify more than twenty-five (25) students.

Students with Multiple Disabilities (Scheduled for the 2002 report) - Using the APH Registry, the contractor shall select a random sample of students, contact the entities reporting the students, and report the number and proportion of students who are blind, the number and proportion of students

who have multiple disabilities with blindness being the primary disability, and the number and proportion of students who have multiple disabilities with blindness not being the primary disability.

Students by Placement Category (Scheduled for the 2002 report) - Using the APH Registry, the contractor shall report the number of students using school-related placement categories of the Registry. Using the IDEA child count and placement data, the contractor shall report students by each placement category. See Appendix 4 for placement definitions.

Students by Preferred Reading Method (Scheduled for the 2002 report) - Using the APH Registry and its primary reading media codes, the contractor shall report the number of students by primary reading media (Braille, large print, standard print, audio cassette, and electronic text to speech formats).

Students Utilizing Braille Instruction, Materials, and Writing Devices (Scheduled for the 2003 report) - Using the APH Registry, the contractor shall report the number of Braille-reading students who receive Braille instruction currently. Of those students who do not receive Braille instruction currently, the contractor shall report the number of students who receive materials in Braille and Braille-related services and the number using slate and stylus or other Braille writing devices.

Graduation Rate of Students (Scheduled for the 2003 report) – Using state agency Core Data, the contractor shall report the graduation rate of blind students compared to all students.

Exit Reasons of Students (Scheduled for the 2003 report) – Using the IDEA exiting data, the contractor shall report the reasons blind students exit school.

Teachers Certified to Teach the Visually Impaired (Scheduled for the 2004 report) – Using state agency Core Data, the contractor shall report the number of teachers certified in Missouri to teach students with visual impairments who are not retired or of retirement age and the number currently employed in Missouri's public schools and Missouri School for the Blind, separately. In addition, the contractor shall report the number of students in Missouri teacher preparation programs preparing to become certified to teach the visually impaired.

Referrals and Transition Services for Students (Scheduled for the 2004 report) – Using information from Rehabilitation Services from the Blind, the contractor shall report the number of referrals of blind students for transition planning services and the number of students for whom transition planning services were provided.

Academic Achievement of Students (Scheduled for the 2004 report) – Using data from the Missouri Assessment Program, the contractor shall report academic achievement results for all students and for all blind students for all content areas and grades covered by the program.

Accommodations and Alternate Test Forms for Students (Scheduled for the 2004 report) – The contractor shall report the number of blind students for whom accommodations were provided and the number using alternative test forms.

Technology Used by Students (Scheduled for the 2005 report) – By surveying a sample of school districts, stratified by the number of blind students served per the IDEA child count, the contractor shall seek and report information on the types of technology being used with blind students, limitations regarding availability of technology and preparedness of teachers to use appropriate technology.

Related Services and Preferred Learning Media (Scheduled for the 2005 report) – By surveying a sample of school districts stratified by the number of blind students served by the IDEA child count, the contractor shall seek and report information on what related services are used for blind students and the availability of those that are needed. In addition, the contractor shall report on the methods used to determine the preferred learning media for blind students.

Post Secondary Education Activity (Scheduled for the 2005 report) – Using the IDEA child count, the contractor shall conduct a survey of those districts that reported blind students graduating and ask for each student that graduated what they were found to be doing following graduation. The contractor shall report the findings by category of post-graduation activity (e.g. attending college, employed, etc.).

Appendix 2: State Plan Visual Impairment/Blindness Definition

Missouri State Plan for Special Education, Regulations for Implementing Part B of the Individuals with Disabilities Education Act 2001 (Regulation III; page 21, Definitions and Criteria for Eligibility Determinations)

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Criteria for Initial Determination of Eligibility

A child displays a Visual Impairment when:

A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist:

B. visual acuity has been determined to be:

- 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;*
- 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20⁰ or less.*

C. the visual impairment adversely affects the child's educational performance.

Appendix 3: Survey

The following is the text of the survey instructions send to school districts.

Dear Special Education Director:

The Department of Elementary and Secondary Education (DESE), Division of Special Education is requesting your assistance. The Division is seeking descriptive information for the Missouri Annual Study of Blind Student Academic and Vocational Performance for 2002. This study is mandated by Section 162.1136, RSMO.

Please respond to this email no later than November 25, 2002. Send to Paul Durand at blindnessliteracy@yahoo.com

Categorize the severely visually impaired (SVI) student(s) listed below. Each listed student was randomly selected from the American Printing House (APH) registry of SVI students:

{The name of the randomly selected student(s) living in the district receiving the survey were listed here}

QUESTION:

For each above-named student(s), please indicate one of the following:

- A. Blindness (20/200+) is the only disability;
- B. Multiple disabilities are present, but blindness is the primary disability;
- C. Multiple disabilities are present, but blindness is NOT the primary disability.

Example Response:

Jane Doe A

Ron Smith C

Responding to this by email will not violate FERPA regulations regarding student confidentiality because this information will only be used to compile some basic statistics relating to the research question.

If you have questions, please feel free to contact Paul Durand at (573) 442-2876. Mr. Durand is working for DESE to complete this study. Teresa Tometich, Supervisor at the Division of Special Education at DESE, can also be called at (573) 751-0285.

Please respond to this email no later than November 25, 2002. Send to Paul Durand at blindnessliteracy@yahoo.com

Appendix 4

Placement definitions from Parent's Guide to Special Education in Missouri

Kindergarten-grade 12 placement continuum

Outside regular class less than 21 % of day

Children with disabilities who receive special education and related services outside the regular classroom for less than 21 percent of the school day.

Example: If your child has a 6-hour school day, he may spend about 1 hour and 15 minutes during his school day receiving special education and/or related services outside his regular education classroom. (6 hours = 360 minutes x .20 = 72 minutes or about 1:15)

Outside regular class at least 21 %, no more than 60 %

Children with disabilities who receive all of their special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.

Example: If your child has a 6-hour school day, she would spend between 1 hour and 25 minutes to 3 hours and 30 minutes receiving special education and/or related services outside the regular education classroom. (6 hours = 360 minutes x .21 (.60) = 76 minutes / 216 minutes or about 1:25 to 3:30)

Outside regular class more than 60 % of day

Children with disabilities who receive all of their special education and related services outside the regular classroom for more than 60 percent of the school day. This category does not include children who received education programs in public or private separate day or residential facilities.

Example: if your child has a 6-hour school day he would spend more than 3 hours and 30 minutes receiving special education and related services outside his regular education classroom (6 hours = 360 minutes x .61 = 219+ minutes)

Public separate (day) facility

Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities.

Private separate (day) facility

Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities.

Public residential facility

Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public residential facilities.

Private residential facility

Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities.

Homebound/hospital

Children with disabilities who receive all of their special education and related services in hospital programs or homebound programs. Appendix 5

Early childhood placement options

Early childhood setting

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings.

Early childhood special education setting

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services as designated by an IEP are provided in early childhood settings.

Home

Children with disabilities who receive all of their special education and related services in the principal residence of the child's family or caregivers.

Part time EC/part time ECSE setting

Children with disabilities who receive all of their special education and related services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, and (2) special education and related services are provided in programs designed primarily for children with disabilities.

Residential facility

Children with disabilities who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Separate school

Children with disabilities who receive all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.

Itinerant service outside the home

Children with disabilities who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This does not include children receiving services at home.) These services may be provided individually or to a small group of children.

Appendix 5: Primary Reading Media and Reporting Codes
From the 2003 APH Federal Quota Registration

II. Reporting Code	Primary Reading Medium
V	Visual Readers: Students primarily using print in their studies.
B	Braille Readers: Students primarily using Braille in their studies.
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies.
P	Prereaders: Students working on or toward a readiness level; older students with reading potential. All infants and preschoolers MUST be reported as Prereaders.
N	Nonreaders: Nonreading students; students who show no reading potential; students who do not fall into any of the above categories

NOTE: All students in infant and preschool programs MUST be reported as prereaders.